

A COMPARISON OF PERCEIVED JOB SATISFACTION
LEVELS AMONG SHARED AND NONSHARED
SUPERINTENDENTS IN IOWA

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by Timothy A. Dose
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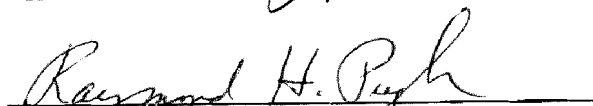
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An abstract of a Dissertation by
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The problem. The problem of this study is to compare job satisfaction levels of superintendents within Iowa. The study is designed to ascertain if there are differences in perceived job satisfaction levels between current shared superintendents, nonshared superintendents, large school district superintendents, and shared superintendents of 1988.

Procedure. Four independent samples of superintendents in Iowa were developed. The samples included shared superintendents in Iowa in 1993, nonshared superintendents serving districts with less than 1,950 students, nonshared superintendents serving districts with more than 1,950 students, and finally, shared superintendents in Iowa in 1988. The Job Descriptive Index (JDI) was used to quantify perceived job satisfaction levels regarding work itself, pay, promotion, supervision, and coworkers. Multivariate analysis of variance (MANOVA) was used to identify significant differences in perceived job satisfaction levels in each of the five components of the JDI among the groups.

Findings. The research indicated that the 1993 shared superintendents were significantly less satisfied with the work itself than any of the other three groups. The 1993 shared superintendents were less satisfied with their chances for promotion than superintendents of large school districts. Finally, the 1993 shared superintendents were found to be significantly less satisfied with their salary than were the shared superintendents of 1988.

Conclusions. The research illuminates some of the problems associated with the position of shared superintendent in Iowa. Districts that are considering sharing the services of a single superintendent need to carefully plan the relationship. A person that is considering serving in the shared position should have a clear understanding of the shared vision of the position. Furthermore, the shared superintendent could experience greater levels of perceived job satisfaction if serving in a nonshared position.

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Chapter 1

INTRODUCTION

The superintendent is often viewed as the single most influential individual in a public school district. The decision-making process within the educational organization is quite often directed by the chief executive officer (Cohen, March, & Olsen, 1972). The superintendent can affect the workload, time-lines for decisions, and the attitudes of various decision makers within the school district. The chief executive officer can influence many of the factors that determine when and how decisions are made as well as who makes the decision (Cohen et al., 1972). Due to this ability, today's school superintendent is viewed as having significant influence on the decision making process within public school districts (Powell, 1990).

The ability of a superintendent to successfully complete the many required responsibilities and implied functions of the position is critical to an institutions overall effectiveness. Significant changes in a superintendent's perceived ability to carry out the chief executive officer role can impact an organization's capacity to function. Job satisfaction of the chief executive officer has historically been linked to motivation, productivity, mental health, and organizational behavior

(Alderfer, 1972; Bacharach & Mitchell, 1983; Hawk, 1978; Herzberg, 1966; Hoppock, 1935, 1967; Locke, 1976; Mazlow, 1970). The overall effectiveness of a district to a high degree may depend upon the level of job satisfaction experienced by the superintendent. Thus, a superintendent's perception of job satisfaction may be a very significant factor to be considered within a district.

The rapid growth in the number of shared superintendencies in recent years makes it apparent that many school districts are depending on the success of the individual placed in the shared position. Many rural school boards and small communities have had difficulty accepting the concept of the shared superintendent (Decker & Talbot, 1989) which makes it extremely important that the superintendent is an effective leader. Information needs to be developed regarding this position in order to assist boards and superintendents in making the vital decision on whether or not to enter into an agreement to share this position.

Continuity in the influential position of superintendent is critical to the success of the organization (Bacharach & Mitchell, 1983; Giles & Giles, 1990). Unfortunately, turnover in the superintendency has been rising nationwide recently. Often board members believe that administrator turnover is unavoidable as

individuals seek higher paying jobs in larger school districts. However, superintendents consistently cite negative superintendent/board member relations as one of the most frequent reasons for leaving their position (Giles & Giles, 1990, Grady & Bryant, 1988).

The state of Iowa has been experiencing rapid and significant changes in the state's economic and social characteristics (Ghan, 1991). Four major changes that have had a profound effect on educational delivery systems are the:

1. Shifting of Iowa's population from rural to urban centers
2. Altering of the farm economy from a labor intensive to a capital intensive industry
3. Movement of business operations from small towns to metropolitan centers
4. Desire of parents to send their children to full-service schools as indicated by the trend established in open enrollment activity moving from small districts to larger more comprehensive schools.

One specific consequence of this demographic transformation within the state has been the increased number of shared superintendent positions. The number of districts sharing the services of a single superintendent

has dramatically increased since 1985. In 1984-85, only 4 districts shared superintendents; in 1991-92 there were 118. Ten districts that were sharing superintendents have reorganized since 1988 (Ghan, 1992).

Due to the change in the superintendency precipitated by the increase in the number of shared superintendents, this study focused on job satisfaction of school superintendents in Iowa. This study compared the level of job satisfaction of shared superintendents to their nonshared counterparts. Satisfaction levels of superintendents of four different groups of superintendents were measured and analyzed in regard to various employment components.

Job satisfaction levels have been measured in a variety of work settings ranging from assembly line production to the top levels of organizational management. The Job Descriptive Index (JDI) by Smith, Kendall, and Hulin (1969) is a widely used instrument for the measurement of job satisfaction. The JDI generates a numerical representation of job satisfaction in regard to five components of the job including the work itself, supervision, promotion, pay, and co-workers. The JDI was utilized to measure the perceived job satisfaction levels of groups of superintendents included in the study.

The shared superintendency has provided an opportunity for many superintendents to expand their professional horizons without leaving the rural school district. The nationwide trend of rapid turnover in this position has been slowed in situations that have allowed superintendents to improve their income and to deal with a more complex organization without moving to a larger urban district. This study compared the job satisfaction levels of shared superintendents with that of their professional counterparts serving in the state's largest districts.

Demographic trends that are restructuring the rural areas of the country do not show signs of reversal in the near future. The proliferation of shared superintendents will continue to increase, yet little is known about the effects of this phenomena on the school superintendents and the districts they co-administer. This research illuminates one specific factor within these changes, the perceived job satisfaction of shared superintendents.

The Iowa legislature provided incentives to districts who agreed to share superintendents. Information from this study will aid in planning future incentives related to sharing. Additional research information may assist boards and superintendents in understanding and planning shared superintendency situations and in evaluating whether to enter into such agreements. The study identifies the issues

that are perceived to be true by superintendents and most critical to a superintendent's satisfaction in different educational settings as financial incentives alone do not always create success for these arrangements (Decker & Talbot, 1989). In addition, the results of this study may provide assistance to local boards and superintendents in developing appropriate appointments of new superintendents in a variety of different situations.

Statement of the Problem

This study compared the level of job satisfaction of four groups of superintendents employed within the state of Iowa. The main issue that was studied was the perceived level of job satisfaction of the current (1993) group of Iowa's shared superintendents. Their job satisfaction scores were compared to those of nonshared superintendents serving in districts of comparable size, the superintendents in Iowa's largest school districts, and with the group of shared superintendents in Iowa in 1987-88.

Hypotheses

The study addressed the following null hypotheses:

1. No significant differences in job satisfaction levels exist in any of the five components measured by the JDI between groups of shared and nonshared

superintendents serving comparably sized districts in Iowa.

2. No significant differences in job satisfaction levels exist in any of the five components measured by the JDI between groups of shared superintendents and nonshared superintendents serving Iowa's largest school districts.
3. No significant differences in job satisfaction levels exist in any of the five components measured by the JDI between groups of shared superintendents in 1993 and the shared superintendents in 1988.

Definition of Terms

For the purposes of this study the following terms will be defined:

Job satisfaction - "The feelings of affective responses a worker has about his/her job." Level of job satisfaction will be measured by responses to the Job Descriptive Index (JDI) (Smith et al., 1969).

Job Descriptive Index (JDI) - A widely used instrument for measuring job satisfaction developed at Cornell University. This instrument was designed to operationally define five separate components of job satisfaction: the work itself, supervision, pay, promotion, and co-workers.

Each component will generate a separate sub-score (Smith et al., 1969).

Shared superintendent - A superintendent who is employed to serve two or more separate school districts as chief executive officer. The shared superintendent serves two or more independent boards of education. Local districts have benefitted from financial incentives provided by the state to encourage administrator sharing.

Whole-grade sharing - A method of providing educational services which causes an entire grade level or several grade levels of students to attend school in a district other than the resident district. Neighboring districts enter into a contract which establishes the payment of tuition for educational services.

Chapter 2

REVIEW OF LITERATURE

Introduction

The study of job satisfaction has provided background for understanding human motivation in the work setting. Most of the formal research on job satisfaction has been conducted in industrial settings and correlated to production. This review of related literature includes background information on job satisfaction in general. More specifically, this review will focus on research that addresses the field of school administration and job satisfaction.

The proliferation of shared superintendencies within Iowa makes it very important for school boards and superintendents to understand the nature of the emotional constraints of such a position. Many school boards have implemented shared superintendent positions with neighboring districts primarily because of the financial benefits and incentive provided by the Iowa legislature for such relationships (Decker & McCumsey, 1990). At the same time, individual superintendents have been attracted to these positions by the increased salaries (Decker & Talbot, 1989; Hull, 1988).

School board members and superintendents need to understand the job factors that contribute to continued satisfaction in such a position. Background information regarding the demographic trends which have led to additional shared superintendent positions in Iowa was also reviewed and included in the study.

Procedures

Two separate literature searches were conducted using the Educational Research Information Clearinghouse (ERIC). Descriptors that were used included the following combinations: *Job satisfaction* and *superintendent* followed by *job satisfaction* and *administrator* then *job satisfaction* and *principal*. Several articles were located in each of these searches. Bibliographies of these articles also helped to locate articles and other research materials for background information on the topics.

The Iowa Department of Education has maintained many careful statistical records on educational services in the state. For the past several years one full-time consultant has been assigned to monitor sharing activities among districts within the state. Statistics were furnished by the Department of Education which contributed supplementary information for this review of the literature.

Articles were designated for inclusion in the review based on their relationship with the study of superintendent job satisfaction. Over 50 articles and other sources were located. Research articles regarding the shared superintendency were of particular interest; however, available research on this topic is limited. Numerous research projects have been conducted to measure general superintendent satisfaction and have been included to provide additional depth.

Introduction to Job Satisfaction

Several research studies have been conducted on job satisfaction. The basic premise of the research has been that higher levels of job satisfaction correlate positively with better job performance. Smith and his associates (1969) define job satisfaction as "the feelings of affective responses a worker has about his job." There is evidence suggesting a relationship between job satisfaction and some behaviors such as turnover and absenteeism, but no consistent relationship to measures of actual production have been found (Locke, 1976).

Perhaps the most influential work in this field has been conducted by Frederick Herzberg. In his Motivation-Hygiene (MH) Theory, he focuses on two dimensions: Intrinsic motivators: achievement, recognition, work


itself, responsibility, and advancement; and Extrinsic hygiene factors: policy and administration, interpersonal relations, supervision, salary, working conditions, status, security, growth potential, and personal life (Herzberg, 1966). His MH-Theory has been the subject of considerable debate and study since its introduction. The several job facets that Herzberg used have been widely studied both separately and collectively.

After interviewing 200 engineers and accountants Herzberg found that the intrinsic motivators elicited feelings of satisfaction with work. Conversely, the extrinsic hygiene factors had to be appropriately present to avoid feelings of dissatisfaction even though they were rarely associated with feelings of satisfaction. Herzberg drew two conclusions from this study. First, those factors which produced job satisfaction were separate and distinct from the factors that lead to job dissatisfaction. Since separate factors needed to be considered, depending on whether job satisfaction or job dissatisfaction was involved, it followed that these two feelings were not exactly in opposition to one another. Second, he concluded the opposite of satisfaction may not be dissatisfaction; it may simply be *no* satisfaction, and vice versa. Herzberg's theory has been tested in many settings including school administration with a variety of conclusions.

Wanous and Lawler (1972) reviewed several definitions of job satisfaction including overall job satisfaction, satisfaction with the different facets of the job, importance of each facet, and employees opinions regarding the status of each facet contrasted with the ideal for each facet. Since few studies have measured job satisfaction in more than one way and compared the results, it is not clearly justifiable that researchers can conclude that these measures do in fact measure the same thing.

Various definitions of job satisfaction approach the topic differently. Overall job satisfaction has been defined simply as the sum of satisfaction ratings of different job facets, while some researchers believe that an importance factor must be multiplied by each job facet satisfaction score. Methods of representing job satisfaction include ratings of employees' perception of their current status of a particular job facet multiplied by an importance factor. Other combinations of these concepts have also been used to represent different interpretations of job satisfaction. Inconsistency of interpretation of these definitions has made it difficult for researchers to develop a clear picture of job satisfaction in many careers.

Considerable controversy exists among researchers regarding the appropriateness of each definition. Researchers such as Locke (1969) argue for using a



discrepancy equation. He believes that only unfulfilled desires can cause dissatisfaction and that satisfaction is the result of a comparison between fulfillment and desires or ideals.

Locke's work in 1976 includes a review of the expectancy theory which explores the precise linkages between a valence (desired goal), an instrumentality (a behavior which might lead to the attainment of the goal), and an expectancy (the probability that the behavior might lead to the goal). In an attempt to summarize earlier work Locke identified three different schools of thought: the physical-economic school, the human relations school, and the work itself school.

The physical-economic school accentuates the physical arrangement of work, physical condition of work, and remuneration as the potent factors affecting job satisfaction. The human relations school emphasizes supervisory practices, worker relations, and employee management relations. The work itself school focuses on growth in skill, efficacy, and responsibility by doing mentally challenging work.

Early research on job satisfaction has been criticized because it has centered almost entirely on workers at the lower levels of production. The primary focus had been on

physical factors related to work such as fatigue and their impact on production (Salancik & Pfeffer, 1978).

There are essentially two theoretical approaches in relating satisfaction to motivation (Bacharach & Mitchell, 1983). The first is through the concept of needs: Individuals have needs to be fulfilled and once fulfilled they are satisfied. Three different understandings of needs are usually cited: Maslow (1970), Alderfer (1972), and Herzberg (1975).

The second approach is through expectancy theory which states that individuals have goals that can be reached by engaging in certain behaviors. Insofar as work behaviors can be linked to attainment of goals, motivation is linked to satisfaction.

These two distinct theories can be merged by viewing a given need as a goal in the expectancy model. Job redesign takes the idea of a growth need and merges it with expectancy theory to develop a link between job characteristics and job satisfaction (Alderfer, 1977).

Job satisfaction has been empirically linked to personality variables (Hackman & Oldham, 1976, 1981). Several studies lend strong support to a relationship between organizational characteristics and job satisfaction. Primary variables in these studies relate to bureaucratization, supervision, and participation in

decision making (Herman, Dunbar, & Hulin, 1975; Herman & Hulin, 1972; O'Reilly & Roberts, 1975; Rousseau, 1978, 1978; Salancik & Pfeffer, 1977).

Job satisfaction has been studied as it relates to time on the job. Satisfaction has been high during the early stages, reaches a low point, and then begins to rise again with increased time on the job. In graph form, job satisfaction actually follows a U-shaped curve over time (Gruneberg, 1979).

To be meaningful, job satisfaction might be best viewed with consideration for a variety of different aspects of the job. Workers could conceivably rate their own personal level of satisfaction with their job as being very low when really only one part of the job causes the negative feelings. Several researchers indicate that supervision is among the most significant aspects of job satisfaction (Bacharach & Mitchell, 1983; Brown, 1978; Cochran, 1977; Smith, Kendall, & Hulin, 1975). The level of consideration of the supervisor and the employees' ability to influence decision making are among the aspects of supervision that affect employee reactions to supervision.

The work group is an important aspect of most jobs. Job content, wages, promotion opportunities, and hours of work are also often viewed as impacting job satisfaction.

Herzberg's theory of dual continuum representation of job satisfaction is helpful in understanding job satisfaction because it is a multidimensional view of job satisfaction. Most studies suggest that it is this approach to the study of job satisfaction which is most useful in solving existing problems.

Instrumentation for Measuring Job Satisfaction

There have been several unsuccessful attempts to find a universal method of numerically representing job satisfaction. The studies included in this review used a variety of instruments. However, the instrument that appears most often in the literature is the Job Descriptive Index. The Job Descriptive Index has been included among the most carefully constructed measures of job satisfaction available (Chand, 1982; Hull, 1988; Vroom, 1964). Summed satisfaction scores from the five components of the Job Descriptive Index have been correlated with the sums of two other often used measures of overall satisfaction, the Brayfield-Rothe scale (Brayfield & Rothe, 1951) and the General Motors Faces Scale (Kunin, 1955). Correlations between JDI sums and the two overall measures ranged from .50 to .74 for three separate samples (Ewen, 1967).

A correlation of .44 between mean satisfaction for 12 needs and an overall satisfaction measure has been reported

(Schaffer, 1953). In short, overall job satisfaction has been viewed as a function of the sum of job facet satisfaction, and there is evidence showing a significant positive relationship as predicted by this kind of model. The Job Descriptive Index has emerged as one of the most reliable research methods of measuring job satisfaction.

Superintendent Job Satisfaction

Several studies have been conducted regarding job satisfaction of school superintendents in various locations in the United States. In 1977 Cochran conducted a study in California, Kline in Indiana and Illinois, and Manning in Virginia. In 1978 Brown conducted a study with superintendents in Georgia. In 1982 Chand conducted a comprehensive study across the continental United States and followed it with a similar study in Alaska. In 1983 Bacharach and Mitchell tested six independent hypotheses in New York State. Young conducted research in 1984 comparing satisfaction levels of male and female superintendents nationwide. In 1988 Young and Davis tested the applicability of Herzberg's theory with superintendents throughout the nation. Seifert conducted a study on a related topic with principals of small schools in 1984. Many factors and relationships were studied with some degree of consistency in their findings. While school

superintendents are generally satisfied with their jobs, rapid turnover rates across the country make it important for school boards to develop an increased sensitivity to the needs of the superintendent.

Schmidt (1976) tested Frederick Herzberg's Motivation-Hygiene Theory with 132 secondary public school administrators. He duplicated much of Herzberg's original work which was conducted in Pittsburgh with 200 accountants and engineers. The study was conducted in the Chicago, Illinois, suburban area.

Schmidt concluded that administrators are highly motivated by achievement, recognition, and advancement but not motivated significantly by salary, good interpersonal relations, effective policies, administration, and supervision, which are so often used as motivators. However, factors such as salary, interpersonal relations, policy and administration, and supervision were correlated with high job dissatisfaction for the administrator when not effectively present.

Schmidt tested two main hypotheses:

1. That there is a direct relationship between the valence (positive or negative) assigned to a sequence of events and the characteristic (motivator or hygiene) of the first-level factors (source of feelings) associated with these events.

2. That there is direct a relationship between the valence (positive or negative) assigned to the sequence of events and the characteristic (motivator or hygiene) of the second-level factors (psychological reaction) associated with these events.

A motivator factor was defined as "a characteristic whose presence operates in a positive direction to improve an administrator's job satisfaction." Elimination of this factor would not tend to result in the dissatisfaction of the administrator. These factors are: achievement, recognition, work itself, responsibility, and advancement.

A hygiene factor was defined as a characteristic whose elimination lowers an administrator's job dissatisfaction. Presence of hygiene factors would not tend to result in high job satisfaction for the administrator. These factors are: salary, possibility of growth, interpersonal relations with subordinates, interpersonal relations with peers, interpersonal relations with superiors, status, supervision, policy and administration, working conditions, job security, and personal life.

Hypotheses one and two tested the basic postulate of Herzberg's motivation-hygiene theory that motivation factors are associated with positive sequences of events and lead to job satisfaction, while hygiene factors are associated with

negative sequences of events and their absence leads to job dissatisfaction. The findings of Schmidt's study indicate strong support for this postulate of the motivation-hygiene theory for suburban area school administrators.

An examination of Schmidt's data reveal that the motivator factors were associated with positive sequences of events while the hygiene factors were associated with negative sequences of events. Additionally, the data were arrayed in a manner consistent with the motivation hygiene theory. Work itself, salary, possibility of growth, status, working conditions, personal life, and job security were not analyzed due to infrequency of response.

Nine factors did occur often enough to be included in Schmidt's analysis. Five factors (recognition, achievement, advancement, interpersonal relations with subordinates, and policy and administration) were significant ($p < .01$) in the predicted direction. These five factors were the dominant level one factors reported, accounting for 74% of the sequences of events. No significant differences existed for the remaining four factors (responsibility, interpersonal relations with peers, interpersonal relations with superiors, and supervision), although all except responsibility had frequencies in the predicted direction that were significant at the .05 level. The null hypothesis was rejected.

Further examination of Schmidt's data indicated no significant difference in the length of time that the feelings lasted for motivator factors reported from positive sequences of events and motivator factors reported from negative sequences of events. This finding did not support the segment of the M-H Theory which states that motivator factors will create long lasting feelings of satisfaction. Conversely, any negative feelings resulting from motivator factors will be very short lived. Data analysis for duration of feeling were also inconsistent with the M-H Theory.

To test dependence on demographic factors Schmidt analyzed and compared: sex, age, age at time of appointment to first administrative position, present administrative position, number of administrative positions held, years of administrative and teaching experience, undergraduate and graduate majors, highest academic degree, present salary, subject areas as a teacher, average hours spent on the job, number of grades in the school, size of school, size of community, percentage of students going on to college, age of school building, type of staff, type of community, level of education of staff, proportion of men on the teaching staff, and number of teaching and non-teaching personnel on staff.

The hypothesis on demographic factors was tested and not a single demographic factor had a significant interaction with either the valence or the characteristic of the sequence of events. This result is consistent with the Herzberg theory which he asserts is applicable to all work situations. The data support the hypothesis that positive sequences would be associated with effects on job performance more often than would negative sequences of events.

In one way the conclusions of Schmidt's study add support to Herzberg's Motivation-Hygiene Theory of job satisfaction. The conclusions indicate that the theory also applies to the management level of public education. Administrators indicated that recognition, achievement, and advancement are major forces in motivating them to lift their performance to approach their maximum potential.

A year later Manning (1977) worked to identify satisfiers and dissatisfiers among Virginia school superintendents. Policy and administration, and interpersonal relations were identified as hygiene factors; achievement and recognition were identified as motivators. These findings of course were in close agreement with Schmidt's.

At the same time Kline (1977) found that five factors influenced the satisfaction of Indiana and Illinois superintendents:

1. Spirit
2. Relations with school board
3. Liaison
4. Chain of command
5. Professional gratification.

Kline used an instrument titled the School Superintendents Morale Measure (SSMM).

Cochran states in a 1977 dissertation that California school superintendents were concerned with too much paper work, not enough time to do the job, human relationships, and status. Using the California School Superintendents Opinionnaire (CSSO), 240 superintendents were scored in seven areas:

1. Rapport with school board
2. Personal satisfaction with superintendency
3. Salary
4. Workload
5. Status
6. Community relations
7. Administrative and professional relationships

Positive responses were recorded in all seven areas.

It was also noted that job satisfaction did not differ

according to assignment (elementary, secondary, unified districts).

In a 1978 study Brown analyzed the relationships between the superintendent's job satisfaction and the leader behaviors exhibited by the school board president. The Minnesota Satisfaction Questionnaire was administered to school superintendents in Georgia to obtain satisfaction scores. The leader behavior description questionnaire was administered to obtain perceptions of leader behaviors. Hypotheses were tested using correlations and t-tests.

The data indicated a significant relationship between the job satisfaction of Georgia school superintendents and the leader behavior of board presidents. Extrinsic satisfaction was positively and significantly related to both behavior variables, consideration (personal) and initiating structure (organizational).

This study also found the method of selection to be a critical demographic factor affecting job satisfaction. The elected superintendents indicated significantly lower job satisfaction than their counterparts who were appointed by the school board.

Brown tested these hypotheses:

1. There is a positive and significant relationship in the job satisfaction of superintendents to the

board president's leader behavior as perceived by superintendents

2. School superintendents, when classified by length of service, size of school system, method of selection, and level of education, differ significantly in the following groups of perceptions:

- a. Board president's initiating structure
- b. Board presidents consideration
- c. The job satisfaction of superintendents.

According to Brown's results, superintendents apparently have higher job satisfaction when they have an opportunity to work with board presidents who exhibit a high degree of supportive behavior and who display concern for organizational objectives. The method of selection also significantly influenced intrinsic and general job satisfaction of superintendents. The elected superintendents' intrinsic and general job satisfaction were significantly lower than those superintendents who were appointed. Brown concluded that this was probably due to the ambiguous set of expectations which confront the elected superintendent.

The results of Brown's study indicate that the source of satisfaction can be either intrinsic or extrinsic. It was also revealed that superintendents were highly satisfied

with their jobs. Responses were at the upper end of the scales on each variable that was measured. Brown also found that length of time on the job was a critical factor of their job satisfaction.

Perhaps the most comprehensive work to date on job-satisfaction of school superintendents was conducted by Krishan Chand. In 1982 a study was conducted of superintendent job satisfaction nationwide followed by a similar study in the state of Alaska. This study compared Alaskan superintendents satisfaction with that found in the study of the lower 48 states.

The Alaskan study included all 52 superintendents in Alaska. The researcher used a personal experiential instrument, task variables instrument, and the Job Descriptive Index (JDI). These matched the instrumentation that he used to determine satisfaction among superintendents across the United States. This greatly improved comparability.

Chand utilized Canonical Correlation Analysis which according to Cohen and Cohen (1975) "CCA is that generalization of Multiple Regression/Correlation analysis (MRC) which . . . provides a general method of relating a group of k different x variables designated as x_i to a group of p different y variables designated as y_i ." In this study

overall satisfaction and each sub-scale of JDI was treated as y variables dependent on x variables.

To obtain a closer look at the canonical structure, MRC was employed. For each MRC a multiple correlation coefficient was calculated to determine the magnitude of the contribution of the independent sets to the variance of the dependent variables. MRC was used in accordance with Kerlinger who states: "Multiple regression analysis is a method for studying the effects and the magnitudes of the effects of more than one independent variable on one dependent variable using the principles of correlation and regression" (1964, p. 392).

The first problem was to determine the relationship between task variables and job satisfaction among superintendents. Canonical Correlation Analysis (CCA) and Multiple Regression Correlation (MRC) were used. Twenty-one task variables were found to affect the overall job satisfaction of Alaskan school superintendents compared to only three that affect the nationwide sample. All these variables had a positive relationship with the overall job satisfaction and were listed in descending order of their importance.

Most superintendents in Alaska had a high overall satisfaction of 83.4% as compared to 82.7% nationwide; 16.6% had medium levels of overall satisfaction compared to 11.5%

nationwide. None of the Alaska superintendents reported low overall job satisfaction compared to 5.8% nationwide.

Eighty percent of the Alaska superintendents would select the superintendency again compared to only 73.1% nationwide.

Ten task variables affected the satisfaction of Alaska's superintendents with their work. Four task variables effected the job satisfaction of Alaska superintendents with their coworkers. These variables and their correlation coefficient were as follows: methods used to evaluate their performance, .512; paper work with which they deal, .509; renewal of contract, .451; and the importance they give collective negotiations, .402. None of these variables affected job satisfaction of the nationwide group.

Nine task variables affected the satisfaction of Alaskan superintendents with supervision. Five task variables affected the satisfaction of superintendents in Alaska with their pay: methods used to evaluate their performance .589; status in the community .540; attitude of parents towards education .485; importance they give to employee staff .476; attitude of community toward education .364.

No task variables were reported that correlate with the sub-scale regarding promotion because the superintendency is generally viewed as the top position in the education field.

Promotion within the system is simply not an option as moving to a larger superintendency (leaving the current job) has provided promotional opportunities.

The second problem was determining the relationship between personal-experiential variables and job satisfaction among superintendents. Canonical Correlation Analysis and Multiple Regression Correlation were used to determine the relationship between personal-experiential variables and job satisfaction. Data analysis revealed that no significant relationship existed between personal-experiential variables and job satisfaction among school superintendents.

The third problem was to determine the relationship of both task and personal experiential variables to job satisfaction among superintendents. CCA and MRC were used again in a similar manner. No significant relationship was found between personal-experiential variables and job satisfaction among superintendents.

Chand made several recommendations for further research:

1. Studies of job satisfaction are needed at three to five year intervals to monitor changes in the profession
2. Studies are needed that answer the question, "Will improving the job satisfaction of school

superintendents improve the organizational effectiveness of school districts?"

3. Studies using in-depth interviews of superintendents to identify personal and peculiar dimensions of satisfaction in the superintendent's role would have particular value
4. Studies of possible ways of increasing the level of job satisfaction of superintendents are also needed.

Bacharach and Mitchell (1983) studied the sources of dissatisfaction in educational administration with a role-specific analysis. Forty-six superintendents and 95 principals were included in the study. They developed and tested six different hypotheses:

1. The greater the degree of bureaucratization the greater the level of job dissatisfaction
2. The more negative a supervisor's attitudes and behavior toward the employee, the greater the level of employee dissatisfaction
3. The greater the power available to an administrator, the less the dissatisfaction. Similarly, the greater the discrepancy between desired power and actual power, the greater the dissatisfaction

4. The more complex the district environment, the greater the level of dissatisfaction
5. The greater the level of work demands, the greater the dissatisfaction
6. Age and tenure will be negatively related to dissatisfaction.

The dependent variables were job dissatisfaction, dissatisfaction with co-workers and supervisors, and dissatisfaction with pay. The independent variable was bureaucratization of work processes. These processes were indexed by six variables. Four of the variables, degree of routinization, degree of autonomy, degree of rule observance, and degree of record use were scored on a scale of one (definitely true) to four (definitely false). The final two variables measured role ambiguity and role conflict and were scored on a scale from one (very true) to seven (very false).

Supervisor behavior was measured as positive or negative. Also measured was the supervisor's perceived view of value and the accuracy of the supervisors view.

The statistical work that was done in each of these hypotheses is explained in the article but it is only of secondary importance when viewed within the context of the broad conclusions that were drawn. The authors concluded that role-specific research regarding job satisfaction will

be most helpful when used to redesign the job. Furthermore, they conclude that role specific analysis of satisfaction suggests reconsidering the relationship of satisfaction and performance. They again point out that the impetus guiding much of the previous work has been the hope of improving employee productivity. This assumes that satisfied employees will produce more, a relationship that has received little empirical support. If it is assumed that performance precedes satisfaction, then the organizational factors that predict dissatisfaction can be seen as constraints to effective job performance. Thus the specific set of factors that impinges on a given job can be used to develop a detailed image of the constraints of that role.

Superintendent job satisfaction was studied in regard to gender difference by Young in 1984. Two major null hypotheses were developed and tested in this study:

1. There will be no significant difference in overall job satisfaction for female and male public school superintendents.
2. The importance of intrinsic and extrinsic factors will be the same for female and male public school superintendents.

The Job in General sub-scale of the Job Descriptive Index (JDI) was administered to 100 randomly selected superintendents in the continental United States. Responses

were received from 72 active superintendents. Of the respondents, 60 were men and 12 were women. Although this seemed to be a significant imbalance in frequency of participation for the two groups, the results were still considered to be statistically significant and to some degree generalizable to the population of school superintendents at large.

This study indicates that male and female superintendents perceive different intrinsic and extrinsic job factors as significant. Females generally appreciate the opportunities for advancement and supervision. Males, on the other hand, value responsibility, working conditions, and interpersonal relationships. Several factors were found to be equally important to members of both sexes. These factors are recognition, work itself, and school policy.

The second major conclusion of this study is that females accepting a job as a public school superintendent can expect to experience the same level of job satisfaction as their male counterparts. The two groups indicated very similar levels of overall job satisfaction.

In a study with results that were somewhat contradictory to earlier findings Young and Davis (1988) concluded that Herzberg's model was not appropriate for measuring job satisfaction of school superintendents. They tested five different interpretations of Herzberg's dual

factor theory regarding motivators and hygiene factors. Their results were fraught with contradiction and inconsistency.

They studied Herzberg's Motivation-Hygiene Theory by testing 10 hypotheses derived from the five versions as follows:

1. All motivator factors combined do not contribute more to satisfaction than to dissatisfaction.
All hygiene factors combined do not contribute more to dissatisfaction than to satisfaction.
2. All motivator factors combined do not contribute more to satisfaction than do all hygiene factors combined.
3. All hygiene factors combined do not contribute more to dissatisfaction than do all motivator factors combined.
4. Each motivator factor does not contribute more to satisfaction than to dissatisfaction.
Each hygiene factor does not contribute more to dissatisfaction than to satisfaction.
5. The principal motivator factor does not contribute more to satisfaction than does the principal hygiene factor.

6. The principal hygiene factor does not contribute more to dissatisfaction than does the principal motivator factor.
7. Motivating factors do not determine satisfaction. Hygiene factors do not determine dissatisfaction.

To evaluate superintendent job satisfaction and job dissatisfaction, a semantic differential instrument was used. The semantic differential consists of a number of rating scales, each of which is a seven-point bipolar adjective pair, employed to assess an individual's reactions to certain concepts. Only bipolar adjectives associated with evaluative factors were employed.

The concepts rated in this study were Herzberg's first level motivator factors (recognition, work itself, responsibility, and advancement) and hygiene factors (interpersonal relations, school policy, supervision, and working conditions) found most frequently in educational literature. Pilot testing assisted the researchers in reducing the instrument to just the eight first level factors with only four bipolar adjective pairs associated with each.

The instruments were distributed to 100 randomly selected superintendents with instructions for completion. Data collected did not support any of the five versions of the dual factor theory.

The findings of Young and Davis cast serious doubt on the use of Herzberg's notion of a dual factor continuum for job satisfaction and job dissatisfaction. In fact, the data obtained from public school superintendents indicate the opposite: Job satisfaction and job dissatisfaction represent bipolar positions on a single continuum.

While not supportive of the dual factor approach these findings do not rebut Herzberg's entire work. The salient factors (motivator factors and hygiene factors) which Herzberg identified as being producers of job satisfaction or job dissatisfaction, were found to account for significant variance among superintendents' responses on the job satisfaction-dissatisfaction continuum. Young and Davis (1988) recommended that researchers employ theories other than Herzberg's in studying job satisfaction. They believe that what is needed is a theory that is appropriate to all educational employees. They state that "other theories of job satisfaction must be addressed by educational researchers" (p. 62).

In summary, the research findings on school administrator job satisfaction appears to be consistent. When superintendent job satisfaction has been measured, researchers have found superintendents to be generally satisfied with their jobs. Researchers also tend to agree that the measurement of job satisfaction gives meaningful

results when the job is analyzed in regard to various aspects of the job. An overall job satisfaction scale does not give the most valuable information in regard to job redesign. Researchers tend to agree that continued periodic study of superintendent job satisfaction is needed.

Shared Superintendent

Sederberg (1985) reviewed a variety of statistics drawn from the National Center for Education Statistics. In 1981 it was noted that the number of independent school districts in the U.S. had decreased from 101,382 in 1945-46 to 54,859 in 1955-56 and to only 16,376 by 1975-76. NCES reports filed in 1983 showed the following:

1. Of the 85,733 public schools operated during 1981-82 about 31,200 (36.4%) enrolled fewer than 300 students.
2. Of the 15,538 independent districts operating in the 1981-82 year, 8,406 (54.1%) had fewer than 1,000 students. Most of these small schools and districts served rural areas.

Sederberg stated that reorganization is being resisted in rural areas for several reasons: The desire for participation and control of the community educational function and a reluctance to relinquish control of school related property taxation are the two most frequently

discussed issues. People in rural areas also refer to economic dependence on the school district operation, and the social cohesion and identity afforded by the school activities.

Sederberg identified several states that offer a variety of locally initiated options for inter-district activities, for example Minnesota:

1. Pairing in which two or more districts combine instructional programs but maintain local board autonomy
2. Tuition contracting agreements between districts to allow students to attend a school other than within their resident district
3. Joint powers for providing selected services
4. Voluntary consolidation.

Sederberg included 37 states in his study because each of these states were divided into more than 100 school districts. He sent out 84 questionnaires and received a 76% response. The results of the study can be summarized in the following conclusions:

1. In combination, small rural districts can form a large and complex organization with diverse geographic, demographic and organizational characteristics.

2. Multiple district administration may be an organizationally workable and politically acceptable

alternative to large scale district reorganization as declining enrollments and rising costs intensify governance and administrative problems for small rural schools.

3. Increased sharing of staff and programs, common budget formats, cooperative negotiations, cooperative transportation, cooperative purchasing, etc. under shared superintendent arrangements indicate that multiple district administration has potential for combining some of the benefits of smallness and local community control with the efficiency of larger scale administrative operations.

4. High job satisfaction, 35% of superintendents wanting to remain in multiple district administration injects a note of optimism into rural school administration. Conventional wisdom too often focuses on enrollment decline, despair, and the rural superintendency as a low paying stepping stone. The multiple district superintendency is a big difficult job, but an important one because of the educational opportunities it provides to large numbers of people in rural areas.

5. The research findings identified difficult problems, stress producers, and organizational factors that tend to limit effectiveness of multiple district administration.

The findings of Sederberg's study hold a variety of implications for public school boards in general. The study

concludes that the neighboring school districts should carefully plan the transition to sharing a superintendent. The loss of "unity of command" due to reporting to more than one board can significantly reduce the superintendent's capacity to serve as educational leader. Success of the shared administrator depends on the skills of the administrator, conditions within the districts, and community attitudes especially regarding the position. Effectiveness and efficiency of multiple district administration might be improved through the use of a system designed specifically for small rural schools.

Iowa has undergone significant change in recent years which appears to be just the beginning of some long lasting trends. Changes are causing more school districts to pursue sharing agreements.

In his 1991 annual report on school reorganization activities, Department of Education consultant, Guy Ghan, reviewed several factors that, when viewed together, have fueled the trend toward many shared activities among school districts. He noted that in 1987 the Iowa General Assembly required the state board of education to develop a reorganization plan. The plan, "Managed Change," was supported by two major postulates:

1. Natural progression will be allowed to occur

2. A certain amount of management would be required for the plan to work in a logical manner.

The natural progression period began in 1985, and has escalated since then. In the 1984-85 school year only 2 districts were engaged in whole-grade sharing. The number rose to 10 in 1985-86 and steadily increased to 111 in 1991-92. There would have been 18 more, but the districts involved have reorganized. In 1984-85 there were 438 independent school districts in Iowa, 437 of them operated high schools. In 1991-92 there are only 425 districts; only 371 operate high schools.

The trend that began during the 1984-85 school year is expected to continue through 1995-96. Ghan identified the major causes of the changes as:

1. The state's changing economic and social characteristics
2. The legislature provided incentives to reorganize.

Four major factors in these changes are:

1. Shifting of Iowa's population from rural to urban centers
2. The altering of the farm economy from a labor intensive mode to a capital intensive industry
3. The movement of business operations from small towns to metropolitan centers

4. The desire of parents to send their children to full-service schools (Ghan, 1991).

Iowa's population has decreased from 2,913,808 in 1980 to 2,776,755 in 1990, a loss of 137,053 or 4.7%. Iowa's school enrollment has decreased from 658,602 in September of 1969 to 483,397 in September of 1990. This represent a decrease of 26.6% over 21 years.

Related legislation has been passed in five major categories:

1. Reorganization laws do not require reorganization unless a district fails to meet minimum standards
2. Financial incentives in the form of extra funding and tax breaks for districts involved in moderate sharing (course specific, athletic program, and teacher), whole-grade sharing (entire grade levels attend in a neighboring district), administrator and superintendent sharing, and reorganization
3. Standards have been increased in three basic areas including processes, programs, and personnel
4. Open enrollment laws have greatly effected the very small districts which have had the highest percentage of students leave under open enrollment
5. The area of finances.

After July 1, 1991, a new finance law went into effect which does not favor small districts. The new formula

removes mechanisms which were in place to ease the loss in revenue which results from declining enrollments. The shared superintendency has been an outgrowth of the reorganization movement in Iowa.

Shared Superintendent Job Satisfaction

The recent proliferation of shared superintendent positions which have been developed by local districts gives rise to concern regarding the nature of these positions. More specific work regarding school administrator job satisfaction has been conducted with shared superintendents. University of Northern Iowa professors Decker and Talbot conducted an extensive interview project within the state in 1989. Building upon the demographic changes occurring in Iowa the authors chronicled the growth of the shared superintendency in the state. At the time of the study 42 of the 44 actively shared superintendencies in the state agreed to take part in the interview for this study.

They included the following research questions in the interviews:

1. To what extent, if any, were the motives for public school districts to enter into a sharing arrangement financial?

2. What unique challenges have been identified by superintendents involved in the shared superintendency?
3. What lessons have been learned for those who may entertain similar arrangements in the future?

Decker and Talbot identified several concerns that were raised in several interviews which support the conclusions of other studies. School boards in shared superintendencies must work together to redefine the superintendent's role. The visibility of the superintendent is usually decreased, paper work increases, a sense of control is vastly decreased, and in some cases an administrative assistant position is established to aid in the efficient operation of the district.

When asked what motivates the shared superintendent, the most frequent responses were personal challenge, job enrichment, and increased salary in descending order. Several recommendations were recorded that could assist others considering the shared superintendency as an alternative to traditional administrative structures:

1. Be sure to clarify expectations with boards prior to entering into the arrangement, be sure that further sharing of program or reorganization is on the horizon

2. The position should not be viewed solely as a means of saving money, rather it should be viewed as an avenue to greater administrative efficiency and improved educational opportunities for students
3. The person should be a secure highly regarded leader in one district prior to entering into the arrangement, support for the person is needed
4. The state financial support should be emphasized when salary increases are discussed in order to neutralize public resentment of the higher salary
5. Physical proximity and road quality should also be considered.

The study made several other statements regarding the shared superintendency. Financial motives were the big reason that school districts entered into these relationships. Many challenges await the individual that enters into the shared superintendency. It is difficult to gain community trust and support. The apparent loss of personal control over the daily operations with increased workload can put a lot of stress on some individuals. The need for a psychological strategy to approach the job in a different way was also pointed out as a common concern.

Superintendents and school boards have learned some valuable lessons through the experience of sharing superintendents including:

1. There is a need to clarify expectations between the boards sharing a superintendent
2. A superintendent with considerable time in one of the districts prior to sharing is often more successful than a completely new person serving the joint arrangement.

In 1990 Decker teamed up with McCumsey to expand upon his earlier work on the shared superintendency. In this study, 83 school board presidents were interviewed to answer several crucial questions about the shared superintendency.

The questions that were asked and their respective answers were as follows:

When asked "To what extent if any were there financial motives for public school districts to enter into a sharing agreement?," 9 out of 10 indicated that financial considerations were the principal motive. As student enrollment increased this becomes less important to districts. This improved financial situation was generally applied to student program improvement. Previous positive experiences with sharing also assisted the boards in entering into these agreements when the opportunity arose. Retirements and one superintendent resignation generally opened the doors to entering into these agreements.

Many board presidents also viewed the shared superintendent as a vehicle to assist in bringing about an

eventual merger or further sharing. Board and community attitudes were repeatedly mentioned and the board presidents generally reported that communities were supportive of the shared superintendent arrangement.

To the question, "What unique challenges have been identified by board presidents involved in the shared superintendency arrangement?," the most frequent responses given to Decker and McCumsey included: reference to burn-out, the time consuming nature of the job, public relations with reduced visibility, high stress, complex business procedures, concerns about loyalty to the district that does not hold the contract.

These challenging factors were promptly followed by the added strengths of: financial incentives, unification of curriculum, improved communication, and an increase in site-based decision making.

The building principal was also a concern of the board presidents in regard to some added responsibilities. In some cases pay increases were given to the principal to compensate for increased duties.

In Decker and Talbot's (1989) study superintendents gave a variety of responses to "What lessons have been learned for those who may entertain similar arrangements in the future?"

1. Board members must have positive attitudes about the implementation of the shared position
2. Boards need to examine the compatibility of their long-range goals in order to provide unity of direction and philosophy for the superintendent
3. Boards need to develop a consistent and specific job description for the superintendent
4. A sharing committee should be established to iron out problems
5. The specific economic factors associated with the agreement need to be clearly established and understood by the board members and the superintendent
6. Make certain that each board member understands what is being given up as a result of reduced time that is available to the superintendent
7. Make sure the person accepting the position has been offered a choice in the matter and is not simply forced to accept the position
8. Strong support staffs need to exist in each district
9. Sharing of other programs and/or personnel should exist first

10. Be prepared for criticism about the superintendent being less visible and accessible to the community and staff
11. The shared superintendency should not be viewed as a long term venture by either district, instead the districts should view the shared leadership as a step in the process of putting programs together
12. It was suggested that the districts might benefit from hiring a consultant to assist in the development of such a position.

Characteristics of the individual who has a high probability of success in the shared superintendency were also elicited by Decker and Talbot (1989) from the various respondents. The individual needs to be well qualified and have 5 to 10 years of superintendency experience. The person must be willing to take criticism, stand up for beliefs, and should be a good business manager. Furthermore, the individual needs to be a decision maker, must be able to build positive public relations, and must maintain frequent attendance at school activities.

The shared superintendency has been in existence for several years in various locations. Boards and administrators are gaining valuable experience in making the venture successful for the involved districts. Rural areas are experiencing many different benefits due to the sharing

of a superintendent, however they are also identifying a variety of pitfalls which can often be avoided through careful planning.

In 1988 Hull used the Job Descriptive Index to measure the level of job satisfaction of Iowa's shared superintendents versus their nonshared counterparts in similarly-sized districts. Hull included only superintendents with fewer than five years of experience because no shared superintendent had more than five years experience in the job at that time. The sample population included superintendents in districts with fewer than 1,000 enrollment because no shared superintendent served a district with more than 1,000 students.

The three main purposes of Hull's study were:

1. To compile a demographic profile of superintendents serving in districts of less than 1000 in enrollment
2. To analyze the responses from the survey of superintendents according to their classification as shared or nonshared
3. To determine if there were significant differences between the two groups in response to the scaled index determining job satisfaction.

Hull developed an instrument to gather demographic data on the superintendents in his study. He tested the

demographics instrument for reliability. He also used the Job Descriptive Index (JDI) by Smith and his associates. The JDI measures attitudes in five sub-components of job satisfaction: work on the present job, the present pay, opportunities for promotion (ignored in the study because superintendents do not perceive any possible promotions within that position), the supervision on the present job and the people in the present job (Mitchell, 1985).

At the time of Hull's study (1987-88) there were 67 school districts across Iowa that shared superintendents. There were 269 school districts with fewer than 1,000 students. In these 269 districts there were 143 superintendents with five years or less experience. The maximum experience of any of the shared superintendents was four years.

Two group discriminant function analysis was used to determine if the demographic differences were significant. Multivariate analysis of variance was used to determine if the responses to the component areas of the JDI were significantly different for the shared and nonshared superintendents.

Four subcomponents of the JDI were used in the study. The only statistically significant difference in satisfaction level was identified in the area of pay. The shared superintendents were more highly satisfied. The

average salary was \$9,586 higher for the shared superintendents. There was no significant difference in satisfaction in any of the three other areas including work itself, coworkers and supervision.

A potentially significant problem exists within Hull's study in regard to the overall experience characteristics of the sample. Of the 33 shared superintendents, 25 were in their first year as a shared superintendent. Considering Gruneberg's conclusions on job satisfaction over a period of time, this seems to be a substantial difficulty. Gruneberg contends that job satisfaction is often measured to be very high during the initial years in a position then reduces greatly for a period of time only to eventually rebound after 5 to 6 years (Gruneberg, 1979). One could therefore predict that shared superintendents may respond quite differently after four or five years in the shared position.

Summary of Research

A variety of conclusions have been reached regarding the job satisfaction of school superintendents. The studies that applied Herzberg's Motivation-Hygiene Theory reached varying conclusions regarding its applicability in measuring job satisfaction of school superintendents. Schmidt's work provides support for the theory while Young and Davis

concluded that the theory does not fit the field of school administration.

The Schmidt study's support for Herzberg was derived primarily from the fact that the demographic factors used were found to have no significant impact on the results of the survey. However, Schmidt found that his results regarding the relationships between the duration of feelings of satisfaction and dissatisfaction and the causes of those feelings were inconsistent with Herzberg's theory. This specific finding agrees with the conclusions of Young and Davis. They found that superintendent job satisfaction and job dissatisfaction should be measured on a single bipolar continuum.

Various conclusions regarding job satisfaction were reached through the use of various instruments, however one conclusion that was reached in almost every study is that school superintendents are generally satisfied with their position. The single instrument that appears most often in the literature is the Job Descriptive Index (JDI). Chand used the JDI in a nationwide study and in a study in Alaska, Young used the JDI to analyze gender differences in job satisfaction, and Hull used the JDI to compare shared superintendents to their nonshared counterparts in similar sized districts within Iowa. In addition, the JDI appears in research conducted outside of the education field to

measure overall job satisfaction with indicators of satisfaction on five different subscales. Various other instruments were used in other studies, however the results of these studies do not lend themselves well to comparison with the more comprehensive work which used the JDI.

Many of the research articles conclude with a statement of support for continued investigation in regard to superintendent job satisfaction. Chand recommends consistent review every three to five years in order to monitor the status of superintendent job satisfaction.

The identification of specific problem areas for different groups of superintendents provides a solid foundation for a school board member's understanding of the problem. School board members need to increase their level of understanding of the issues.

The recent proliferation of shared superintendents across Iowa needs to be monitored from a variety of perspectives. The shared superintendency has been portrayed as a particularly stressful position. The research in regard to job satisfaction of the shared superintendent is limited. More current information regarding the job satisfaction of the shared superintendent in Iowa is needed as the only previous study was limited by the lack of experience in the position of the shared superintendents at the time (Hull, 1988). In addition, since Hull collected

data on the job satisfaction of superintendents in Iowa, the number of shared positions has increased and district reorganization activities have also increased.

Demographic changes continue to occur in the state of Iowa which will cause school districts to seek additional sharing opportunities for the sake of efficiency. This will cause the legislature to continue to study and implement incentives for districts to seek creative solutions to their deteriorating financial status.

Job satisfaction has been shown to be an important factor in the performance of the superintendent. The shared superintendency is going to continue to proliferate within the state of Iowa and therefore merits careful study.

Chapter 3

METHODOLOGY

Overview of the study

The purpose of this study was to compare job satisfaction levels of Iowa's current group of shared superintendents with other groups of superintendents in Iowa. The shared superintendents were compared to nonshared superintendents in districts with comparable total student enrollment. The shared superintendent group was also compared with the superintendents who serve in school districts with a total enrollment of 2,000 or more which exceeds the combined enrollment served by any shared superintendent. The data gathered from the current shared superintendent group were also compared to data gathered from superintendents serving in similar positions five years prior to this study. Iowa's shared superintendents had been analyzed using the same instrumentation in a previous study (Hull, 1988).

The four independent groups of superintendents were compared with respect to job satisfaction in all five specific categories included on the JDI which are the work itself, promotion, pay, supervision, and co-workers. One exception to this exists due to the lack of data regarding perceived promotion opportunities among shared

superintendents in 1988 (Hull, 1988). This detailed analysis is more useful than simply comparing a global measure of overall job satisfaction. A global measure of job satisfaction does not provide the information necessary to redesign the job when low levels of job satisfaction become apparent. It is important to identify the areas of perceived problems in order to implement improvement efforts (Bacharach & Mitchell, 1983).

The Cornell Job Descriptive Index (JDI) was used to measure job satisfaction in five various components of the job. The scores on this instrument were used to compare job satisfaction levels of the different groups.

Instrumentation

One survey instrument was used to collect data for this study. The first part of the instrument collected demographic data for categorization purposes including shared or nonshared and total enrollment served. This portion of the questionnaire was developed by the author and was pilot tested with five school administrators to check for validity and reliability.

The second section of the survey instrument was the Job Descriptive Index (JDI). This instrument was developed by Smith and his associates at Cornell University (1969). The

JDI has been established as a reliable and valid instrument for measuring job satisfaction.

Smith and his associates (1969) state that the JDI has several advantages as a measure of job satisfaction. The JDI is directed toward specific areas of satisfaction rather than global or general satisfaction. Several different areas of job satisfaction must be measured separately if any substantial understanding is to be achieved. The JDI does not directly ask the respondents how satisfied they are with work, but rather it asks them to describe their work. The responses, then, are job-referent rather than self-referent. In describing her/his job, the respondent does, however, provide information which may be used to infer her/his satisfaction. Finally, some of the words describe actual objective features of the job situation which influence satisfaction directly.

The JDI was also used because of the important advantage of using a job-referent rather than a self-referent instrument. Since the JDI is intended to elicit responses to the job, it is designed with dimensions of the job in mind.

Validity and Reliability

The JDI has been tested in a variety of work settings. Statistical analyses of the results have generally provided

adequate measures of validity and reliability. Preliminary studies of split-half estimates of internal consistency of both the direct and triadic JDI scales yielded an average corrected reliability estimate of .79 for the JDI Direct scales and .74 for the JDI Triad scales using 168 Cornell students as subjects. The estimated split-half internal consistencies for the final revised JDI scales, using a sample of 80 male employees from two electronic plants all have corrected estimates that exceed 80%.

Moderate intercorrelations exist between subscales of the JDI. High intercorrelations would indicate that employees are generally either satisfied with all aspects of their job or they are dissatisfied with all aspects. Moderate intercorrelations among various components of the instrument indicates that the JDI can assist in identifying satisfaction levels for particular aspects of the job. Appendix A contains tables that show intercorrelation ratings between scales.

As seen in reviewing Appendix A, nearly all the scale intercorrelations are moderate yet significant. The JDI scales measure discriminably different areas. Note also that significant intercorrelation can be interpreted to be in agreement with those of other researchers who have found a general satisfaction factor as well as various specific

factors. Smith and his associates decided to retain all five of the JDI scales for the following reasons:

1. They represent discriminably different areas of satisfaction
2. Although the areas are correlated, some areas may be more important to some people than to others
3. Different areas may be related quite differently to different personal background variables and individual characteristics such as age, education, and performance
4. The intercorrelations among different areas may be a function of a common measurement method and of specific job situations and employee samples, and thus they may vary widely from one company or situation to another
5. Different areas may be affected differently by situational variables.

The traditional weighting, outlined in Appendix B, assumed that the "?" response lies halfway between the positive and negative responses to an item. After several trials and analysis it was determined that the "?" response is more indicative of dissatisfaction than of satisfaction. On this basis the "?" was assigned a weight of 1 instead of 2, and a dissatisfied response a weight of 0 instead of 1.

Tables that show the means and standard deviations of the JDI for large samples of men and women pooled across all companies studied are listed in Appendix C. This information will be helpful in analyzing the results of the survey.

Prior to publication and broad utilization of the instrument four independent studies were conducted to test the validity of the instrument. The results of these studies indicate that the JDI scales show consistent discriminant and convergent validity. In general, these results have held up across quite different groups of subjects and a considerable range of methods of measuring satisfaction. On the basis of these considerations the JDI scales have been used in subsequent studies as one of the soundest and most valid measures of satisfaction.

The Ninth Mental Measurements Yearbook contains two reviews of the JDI. John O. Crites, research professor, Kent State University, drew several conclusions regarding the instrument. He concluded that it had "promise as the measure of job satisfaction of the future, because of its sophisticated conceptualization and its 'discriminant and convergent' validity."

Crites also included the following paragraph by Schriesheim and Kinicki (1984) in support of the JDI:

Job Satisfaction is the most commonly investigated variable in the industrial-organizational psychology

(Locke, 1976), with over three quarters of all recent studies using satisfaction as either the dependent or independent variable (Schriesman & Skaret, unpublished manuscript, 1976). While many satisfaction measures exist, the Job Descriptive Index is used more than half the time (Yeager, 1981), a figure which is at least five to six times as great as the next most commonly used instrument (O'Connor, Peters, & Gordon, 1980; Schriesman & Skaret, unpublished manuscript 1976). Thus the JDI is highly central to the study of industrial-organizational psychology. (p. 754)

The JDI has consistently been shown to be highly correlated with independent variables which are theoretically meaningful, including the job satisfaction dimension of life satisfaction (Iris & Barrett, 1972), leader consideration (Hunt & Liebscher, 1973), and positive leader reward behaviors (Keller & Szilagyi, 1976). That the JDI has concurrent validity seems very well supported. The JDI possesses good content validity, impressive construct validity, and adequate reliability (Kerr, 1985).

Evidence from a 1984 review of the JDI research by Schriesheim and Kinicki indicates good predictive validity for a number of "job withdrawal" behaviors such as absenteeism and turnover. Strong convergent and discriminant validity are also reported. Very few instruments in industrial-organizational psychology have received the attention of researchers to the degree that the JDI has. That this intense scrutiny has revealed high performance of the JDI for all forms of validity is supportive of its excellent construct validity overall.

With respect to reliability, the JDI has not obtained extraordinarily high internal consistency coefficients; however, it has performed adequately given the brevity of the test and sensitivity of the test to short-term changes in the work environment. Smith and his associates (1975) reported average corrected reliability coefficient for the five scales of .79 for split-half estimates of internal consistency. Higher internal consistency reliabilities were found for each of the scales: work (.84), pay (.80), promotion (.86), supervision (.87), and co-workers (.88). Further research has continued to show moderate internal consistency.

Test-retest reliability over brief periods (two and six weeks) has been shown to be fairly high (Schriesheim & Tsui, 1981). Longer-term tests of reliability, which may be misguided in the case of the JDI (job satisfaction scores should change over long periods), have shown low to moderate reliability coefficients (Smith et al., 1975).

Schriesheim and Kinicki (1984) have reviewed the psychometric properties of the JDI. They conclude that "All in all, these conclusions indicate that the JDI is a high quality measuring instrument, and that there is no existing measure of job satisfaction with as much positive evidence concerning its validity and reliability" (p. 755).

Endorsements for the Study

The author received written endorsements from the executive directors of the School Administrators of Iowa and The Iowa Association of School Boards. The letters of support that were gathered are included with the introductory letter of explanation (Appendix D) and the survey instrument (Appendix E).

Sampling Procedures

All of Iowa's 51 current shared superintendents were surveyed in the study. The largest combined student enrollment served by a shared superintendent is 1,950 students. All 41 of the superintendents serving districts with student enrollment in excess of 1,950 were included in the second sample population. The third sample population included a randomly selected group of superintendents serving the remaining 273 districts. To create a group of 55, which was approximately equal in number to the larger of the two previously described groups, 20% of the remaining superintendents were randomly selected. The fourth sample included the shared superintendents included in Hull's study (1988).

Superintendents who were included in the study received an envelope containing a letter of introduction requesting their participation (Appendix F), the survey instrument

(Appendix E), a self-addressed stamped envelope, and copies of the letters of endorsement. Participants were asked to respond within two weeks and informed that a second request would follow if they failed to respond.

A coding system was used to protect respondent anonymity which allows a follow up letter after two weeks if no response was received. Based on all responses the sample data were established and the list of participants destroyed. Participants were assured that no responses would be individually analyzed nor reported. The methodology was reviewed by the Drake University Human Subjects Research Review Committee and approval to gather data was granted. Confidentiality of response was guaranteed and provided. The most current directory information available from the Department of Education was used to identify names and addresses of each of the sample groups.

Method of Data Analysis

Each returned survey was hand scored using the system provided by the authors of the JDI (Appendix E). The Drake University computer center and SPSSX system was used to conduct the statistical computations for the analyses. Sample means were generated for each of four populations in

each of the five categories of job satisfaction included on the instrument.

Multi-variate analysis of variance (MANOVA) was used to test the null Hypotheses:

1. No significant differences in job satisfaction exist in any of the five components measured by the JDI between groups of shared and nonshared superintendents serving comparably sized districts in Iowa.
2. No significant differences in job satisfaction level exist in any of the five components measured by the JDI between groups of shared superintendents and nonshared superintendents serving Iowa's largest school districts.
3. No significant differences in job satisfaction level exist in any of the five components measured by the JDI between groups of shared superintendents in 1993 and the shared superintendents in 1988.

In this study the four independent populations are the groups of superintendents currently serving (1993) in three distinct job types and the shared superintendents of 1988. This study compared sample means of the four independent populations in regard to five different components of job satisfaction. Multi-variate analysis of variance was

employed to examine differences between the dependent variables.

Chapter 4

RESULTS

Presentation and Analysis of Data

The purpose of the study was to compare the perceived job satisfaction levels of superintendents serving in a variety of positions within the state of Iowa with the current group of shared superintendents in Iowa. Specifically, the job satisfaction level of shared superintendents was compared to that of their nonshared counterparts in school districts of similar student enrollment size and to a group of superintendents employed within Iowa's largest school districts. The study also conducted a comparison of perceived job satisfaction levels of the State's shared superintendents in 1993 with the group in similar positions in 1988. The data for the 1988 subjects were taken from the appendixes of a previous study (Hull, 1988).

This study included four independent groups of superintendents. One group included all of Iowa's current 51 shared superintendents. Another group was made up of 55 randomly selected superintendents serving single districts with student enrollments that were similar in size (less than 1,950) to the organizations served by the shared superintendents. The third group included in this study was

made up of the remaining 42 superintendents serving Iowa's largest districts. The final group included the shared superintendents in Iowa during 1988.

Each superintendent in the three current groups received a brief survey which consisted of the Job Descriptive Index (JDI) and an indication of student enrollment and whether or not they were in a shared situation. A reminder letter was sent after two weeks to non-respondents.

The initial survey had a high rate of return and the reminder resulted in a few additional responses. Overall an 88% rate of return was realized as outlined in Table 1.

Table 1

Rate of Return

Group	Surveys Sent	Surveys Returned	% Return
Shared	51	45	88%
Nonshared Random	55	49	89%
Large School	42	37	88%
Total of Above	148	131	88%
1988 Shared	33	33	100%

The responses to the JDI were hand scored and the data were processed using the Drake University VAX mainframe. The raw data gathered by Robert Hull in 1988 using the JDI were included in the data processing to permit the cross-study comparison.

Three separate hypotheses were addressed within the scope of the study. Each hypothesis included five separate dependant variables including satisfaction scores with respect to the work itself, pay, promotion, supervision, and co-workers. Due to the inclusion of several dependent variables a multi-variate analysis of variance (MANOVA) was employed. This statistical technique provided a comparison of the group means in regard to each of the dependent variables without false interpretations due to the interrelationships of the variables.

Three basic assumptions must be considered prior to the application of the MANOVA technique. The first assumption is that the scores need to be normally distributed within the sample population. Stem-and-leaf diagrams and normal plots were generated to assess the normality of the joint distribution of the populations. The results indicate that this assumption is adequately fulfilled.

The second assumption requires homogeneity of variance among the various sample populations. Box's M and co-variance matrices were computed to assess the variance of

the data. A simple visual review of standard deviations supports the results of the other tests showing consistency in variance between and among the various groups in regard to each of the dependent variables.

The third assumption requires independent groups for the statistical analysis. In this study the members were assigned to one of several independent groups based on specific characteristics. There was no opportunity for a single participant to fit into more than one group. This assumption was clearly met within the context of this study.

Hypothesis One

The first hypothesis of the study was as follows:

No significant differences in job satisfaction level exist in any of the five components measured by the JDI between groups of shared and nonshared superintendents serving comparably sized school districts in Iowa.

The first hypothesis of the study was tested using the MANOVA technique comparing data collected from 45 respondents included in the "shared" superintendent category with data collected from the 49 respondents included in the "randomly selected nonshared" superintendent category. The two groups produced group means and standard deviations in each component of the study as outlined in Table 2.

Table 2

Group Means & Standard Deviations Shared vs. Nonshared
Random

	Shared n = 45		Nonshared Large n = 49	
	Mean	SD	Mean	SD
Work-itself: Max = 54	33.69	9.55	38.14	7.49
Pay: Max = 27	15.56	5.10	14.63	5.46
Promotion: Max = 27	12.89	7.82	12.61	7.8
Supervision: Max = 54	41.38	13.95	42.51	11.88
Co-workers: Max = 54	47.62	7.83	45.53	8.04

The resulting group mean scores suggest some difference in perceptions between the groups. The mean scores in the categories of satisfaction with pay, promotion, and supervision are obviously close enough that you could accept the null hypothesis in regard to those three dependent variables.

Satisfaction with coworkers might be an area of discrepancy. The difference in scores in the area of the work itself appears to be the strongest difference.

The MANOVA generates an F value which is statistically significant ($p < .05$) only in regard to satisfaction with the work itself (sig. of $F = .013$). This result would lend

support for the rejection of the null hypothesis regarding the work itself component of the satisfaction measure. The group of shared superintendents recorded a lower level of satisfaction with the work itself component of the superintendency.

In each of the other four areas, the results of this study do not indicate any differences that are statistically significant. Therefore, the null hypothesis in regard to the pay, promotion, supervision, and co-worker components of the job satisfaction measure cannot be rejected. The null hypothesis can only be rejected in regard to the work itself.

Hypothesis Two

The second hypothesis of the study is as follows:

No significant differences in job satisfaction level exist in any of the five components measured by the JDI between groups of shared superintendents and nonshared superintendents serving Iowa's largest school districts.

The second hypothesis of the study was tested using the MANOVA technique comparing data collected from the 45 respondents included in the shared superintendent category with data collected from the 37 respondents included in the nonshared large school category. The two groups produced group means and standard deviations in each component of job satisfaction as outlined in Table 3.

Table 3

Group Means & Standard DeviationsShared vs. Nonshared Large Schools

	Shared n = 45		Nonshared Large n = 37	
	Mean	SD	Mean	SD
Work-itself: Max = 54	33.69	9.6	38.19	5.83
Pay: Max = 27	15.56	5.09	17.05	4.68
Promotion: Max = 27	12.889	7.82	18.22	7.92
Supervision: Max = 54	41.38	13.95	42.65	11.06
Co-Workers: Max = 54	47.62	7.83	47.43	6.63

The resulting group mean scores suggest some difference in perceptions between the two groups. The mean scores in regard to satisfaction with pay, supervision, and coworkers appear to be quite similar.

Satisfaction with the work itself appears to be quite different while the perceived opportunities for promotion seem to also vary considerably. The MANOVA generated an F value that is in fact statistically significant ($p < .05$) in regard to both of these components of job satisfaction. The data reveal a strong difference in the area of satisfaction with the work itself (sig. of $F = .014$) and an even wider

variance in perception of the possibility of promotion (sig. of $F = .003$).

The null hypothesis with regard to pay, supervision, and coworkers cannot, therefore, be rejected. The null hypothesis can be rejected in regard to the work itself and promotion components of job satisfaction.

Hypothesis Three

The third hypothesis of the study is as follows:

No significant differences in job satisfaction level exist in any of the five components measured by the JDI between groups of shared superintendents in 1993 and shared superintendents in 1988.

The third hypothesis of the study was tested using the MANOVA technique comparing data gathered from the 45 respondents in the shared superintendent category in 1993 with the data collected from 31 respondents included in a similar study conducted in 1988. The data from 1988 was included in raw form in a dissertation by Robert Hull. The 1988 data did not include scores in the category of promotion as the author decided it was not relevant to the superintendency. The two groups produced group means and standard deviations in each component of the study as outlined in Table 4.

Table 4

Group Means & Standard Deviations

	Shared 1988 N = 33		Shared 1993 n = 45	
	Mean	SD	Mean	SD
Work-itself: Max = 54	39.655	7.29	33.69	9.55
Pay: Max = 27	17.97	4.88	15.56	5.09
Promotion: Max = 27	N/A		12.891	7.82
Supervision: Max = 54	44.65	11.65	41.38	13.95
Co-workers: Max = 54	43.90	8.54	47.62	7.83

The resulting group means indicate differences which appear, upon initial review, to be substantial in all four of the existing categories. The superintendents in 1993 seem to be somewhat less satisfied in regard to the work itself, pay, and supervision. On the other hand they appear to be more satisfied with their coworkers than were the shared superintendents in 1988.

The MANOVA actually generates F values which show statistically significant ($p < .05$) differences in regard only to the work itself (sig. of $F = .004$) and in satisfaction with pay (sig. of $F = .042$). The 1988 group indicated higher levels of satisfaction than was reported by the 1993 group in both of these areas.

Satisfaction with co-workers and supervision did not produce statistically significant ($p < .05$) differences in their respective mean scores. The null hypothesis can therefore be accepted in regard to the supervision and co-worker components of job satisfaction. The null hypothesis can be rejected in regard to work itself and pay.

Years in the Position

The participants in the study were asked to indicate the number of years that they had served in their current position. The respondents generated the data listed in Table 5 through 8.

Table 5

1988 Shared Superintendents

Years in Position	Frequency
1	25
2	3
3	2
4	3
Total	49

Average years in position: 1.48.

Table 6

1993 Shared Superintendents

Years in Position	Frequency
1	7
2	11
3	6
4	12
5	5
6	2
8	1
9	1
Total	45

Average years in position = 3.31.

Table 7

Nonshared Random

Years in Position	Frequency
1	9
2	6
3	4
4	3
5	6
6	2
7	5
8	2
10	2
11	2
14	3
18	1
20	1
25	1
29	1
31	1
Total	49

Average years in position = 7.04.

Table 8

Large District Superintendents

Years in Position	Frequency
1	5
2	4
3	7
4	0
5	7
6	5
7	3
8	1
14	3
18	1
22	1
Total	37

Average years in position = 5.67.

Summary

The shared superintendents in this current study indicate lower levels of perceived satisfaction with the work itself component when compared to each of the three other groups. This is the only component of the job

satisfaction measure that revealed a significant difference in every comparison.

When compared to the large district nonshared superintendent group, in addition to the work itself the shared superintendent appears to also be less satisfied with perceived opportunities for upward mobility. Superintendents of large schools appear to feel as though professional advancement is a possibility even though superintendent is the highest ranking position within a particular school district.

The comparison with the shared superintendent group of 1988 revealed some significant changes in satisfaction levels and perhaps some trends that need to be monitored with future study. The current group of shared superintendents are less satisfied with both the work itself and the pay for the position. These findings are particularly interesting when considered in light of the results of Hull's study in 1988 which indicated only one difference in satisfaction levels when shared superintendents were compared with their nonshared counterparts. That difference was in the area of pay. The shared superintendents of 1988 were more satisfied than their nonshared counterparts with pay.

The study of shared superintendents conducted in 1988 included a majority of participants in their first year as a

shared superintendent. This factor alone may explain the high level of satisfaction with pay for the position. Having recently received an average pay increase of approximately \$9,000, the participants were perhaps unaware of some of the realities of the demands of the shared position. Five years later these superintendents are far less satisfied with the work as well as with the pay. These two components of job satisfaction seem to be related to one another.

In light of the research related to time on the job (Gruneberg, 1979) one might have expected satisfaction levels to be at a low point after five years as they reach the bottom of the described U-shaped curve. Satisfaction with the work itself and with pay may be at a low point simply due to the passage of time. This does not appear to be the case, however, because the same changes did not occur within the other two components of job satisfaction, as one might predict. Supervision and co-workers did not surface as areas of deteriorating satisfaction level.

Chapter 5
SUMMARY, CONCLUSIONS, DISCUSSION,
AND RECOMMENDATIONS

Summary

The results of this study raise concerns about the shared superintendency in Iowa. The current group of shared superintendents were surveyed regarding job satisfaction and compared to three other independent groups of superintendents. The measure of job satisfaction divided data into five different components of the job. Respondents generated a numerical measure of perceived levels of job satisfaction with regard to the work itself, pay, promotion, supervision, and co-workers.

Four independent groups of superintendents were included in the study. All of the superintendents that were included in the study were employed in various superintendent positions within the state of Iowa. The group of shared superintendents in 1993 served as a comparison group in the testing of each of three different null hypotheses. In three independent cases the shared superintendents were compared with nonshared superintendents serving districts of comparable student enrollment and nonshared superintendents serving Iowa's largest districts, and finally with the shared superintendents from a similar

study conducted in 1988 which utilized the same instrumentation.

In every case the null hypothesis could be rejected in regard to at least one component of job satisfaction. The current group of shared superintendents generated data which indicate they are significantly less satisfied with the work itself component of the position than any of the other three groups.

Additionally, when compared with the nonshared superintendents serving larger school districts, the shared superintendent group appeared to be less satisfied with their perceived chances of promotion. The superintendents of large schools apparently felt that their job-related experiences would serve them well if they choose to pursue professional advancement, while the shared superintendents felt somewhat limited future job prospects.

When compared with the shared superintendents of 1988, the current group of shared superintendents appeared to be less satisfied with the work itself and with their salaries. This result is particularly impressive when viewed in light of Hull's (1988) conclusion. In his study Hull found the shared superintendent to be significantly more satisfied with pay than the nonshared superintendents of that era. The shared superintendent group of 1993 was less satisfied with financial compensation. Perhaps this is due in some

degree to the reported deterioration in satisfaction with the work itself.

Regarding the supervision component, no differences in perception surfaced in this study. This finding is surprising since shared superintendents have referred to difficulties in dealing with the different philosophies that are often present in dealing with multiple boards of education (Decker & Talbot, 1989). Other studies have also shown that superintendents consistently cite negative superintendent/board relations as the main reason for leaving a position (Giles & Giles, 1990; Grady & Bryant, 1988). The absence of a significantly low level of satisfaction with supervision is encouraging in regard to the shared superintendent position. Many researchers (Bacharach & Mitchell, 1983; Brown, 1978; Cochran, 1977; Smith et al., 1975) have identified satisfaction with supervision to be among the most significant factors in overall job satisfaction.

Conclusions

The results of this study indicate that the shared superintendency in Iowa needs further study. Some areas of concern were identified that practitioners and boards might review to develop remedies. School administrators serving in shared positions do not appear to be as satisfied

with the work itself as other superintendents. As summarized by Locke (1976) the work itself concept of job satisfaction tends to focus on growth in skill, efficacy, and responsibility by doing mentally challenging work. Decker and McCumsey (1990) found indications of perceptions of ineffectiveness among shared superintendents due to lack of time for pursuing change and improvement within the district. The shared superintendents tend to find themselves spending too much time on the paperwork requirements of the job with little time for thought, planning, and reflection. The required management and reporting functions tend to overshadow the opportunities for fulfilling the role of a visionary leader (Decker & McCumsey, 1990).

Locke (1976) pointed out that a considerable cause of dissatisfaction could be linked to a discrepancy between desires and their fulfillment. Bacharach and Mitchell (1983) recommend that the specific set of factors that impinge upon a job should be used to develop a detailed image of the constraints of the role. When considered in light of the results of this study these statements can serve as directives to school boards and superintendents to carefully review plans and expectations prior to entering into superintendent sharing agreements. Decker and Talbot

(1989) and Decker and McCumsey (1990) reinforced these suggestions.

The shared superintendent tends to see little opportunity for professional advancement. Herzberg's Motivation-Hygiene Theory included advancement as a motivator and personal growth as a hygiene factor. This research indicates that shared superintendents do not perceive the same opportunities for advancement as superintendents in larger school districts. According to Herzberg this fact alone can lead to dissatisfaction in the position.

Current transformation efforts in school districts are built, in many cases, around a movement toward site-based decision making. This shift in school improvement planning and implementation from the central office to the building level may have an impact on the nature of the job of the superintendent. As the leadership and planning functions shift to the building level principal, the superintendent's role may change significantly. As site-based decision making becomes more common in rural districts, the shared superintendent may find the position to be more satisfactory.

The demographic data regarding years in the current position highlights one difference that exists between the groups of superintendents. The 1988 shared superintendents

had been employed in the current position for an average of only 1.48 years compared with 3.31 years for the 1993 shared superintendents. This information could lead to the development of various conclusions in regard to the role of turnover among superintendents. However, due to structural differences between the groups, such conclusions cannot be drawn.

Hull (1988) limited participation to superintendents with less than six years of experience in the present position. This factor was not included in the current study. Superintendents with as many as nine years in the shared position were included.

The nonshared random group generated an average of 7.04 years while the large district superintendents averaged 5.67 years in the current position. While these figures are interesting, no specific conclusions can be drawn from this data due to various factors related to the various positions.

Discussion

This study revealed several pieces of information regarding the status of the superintendency within Iowa at this time. By responding to this survey at such a high rate participants indicate a high level of interest in the topic of job satisfaction of superintendents. The results of this

study may be of interest to school boards and superintendents whether or not they have chosen to share a superintendent.

The current shared superintendents are not as highly satisfied with their jobs as other superintendents tend to be. Almost every study included within the review of literature concluded that superintendents are generally more satisfied with their jobs than members of most other professions.

The movement to share superintendents has been driven by two major factors. First and foremost has been the desire to save money for the district (Decker & Talbot, 1989). On the part of the individual superintendent it has been the desire for increased income (Decker & McCumsey, 1990). The results of this study indicate that economics do not seem to be powerful enough to insure a successful and satisfying situation.

The second compelling reason to share a superintendent has been part of an overall effort to bring two districts together as one unit. When this factor has driven the decision to share, it usually carries a timeline for a reorganization. Perhaps the reduction in uncertainties about the future of the position can make the position more enjoyable for the superintendent. Decker & Talbot (1989) concluded that the shared-superintendency should not be

viewed as a long-term solution. This study supports that finding.

The dissatisfaction on the part of the current group of shared superintendents is perhaps the most significant finding of this study. Bacharach and Mitchell (1983) found that role-specific research regarding job satisfaction will be most helpful when used to redesign the job. Furthermore, they suggest that perhaps performance precedes satisfaction, thus the organizational factors that predict dissatisfaction can be seen as constraints to effective job performance. Therefore, the specific set of factors that impinge upon a job can be used to develop a detailed image of constraints of the job. Districts will need to develop ways to redesign the shared superintendent's job in the future, if long-term success is to be realized.

Locke (1976) indicated that "work itself" study tends to focus on growth in skill, efficacy, and responsibility by doing mentally challenging work. Manning (1977) pointed to achievement and recognition as motivators for administrators. Kline (1977) highlighted professional gratification. Each of these items can be integrated as problems for the shared superintendent. Perhaps due to the increased workload and paperwork identified by Decker and Talbot in 1989, the shared superintendent is not as satisfied with the work itself.

Furthermore, the loss of unity of command, as described by Sederberg (1985) in regard to the shared superintendent, reduces the superintendent's capacity to serve as educational leader; thus a reduced sense of efficacy and achievement. The complexities of the superintendency make it difficult to draw definitive conclusions about the position, however, the results of this study indicate a need for careful planning and development of these positions. The results of this study may indicate that many shared districts may not be handling the transition with appropriate care or perhaps they fail to discuss and analyze the position after its implementation.

The results of this study contradict the findings reported by Cochran (1977). In a study of California superintendents, Cochran found no difference in job satisfaction level between superintendents serving in various job types. Superintendents serving elementary, secondary, or unified districts reported similar levels of job satisfaction.

The development of site-based decision making processes within districts that are involved with the sharing of superintendents may hold great promise for the future. As more true site-based models are implemented and the role of the superintendent changes, the superintendent's professional expectations may become more closely aligned

with the actual requirements of the shared superintendent. This transformation may improve job satisfaction levels of those superintendents that work within these organizations.

Recommendations for Further Study

The status of job satisfaction among superintendents is an important factor that needs to be measured periodically. Future studies should use the same instrument for the measurement of job satisfaction in order to build upon the data which now exists.

Various aspects of the superintendency should be studied. This study identified low levels of satisfaction among shared superintendents in regard to the work itself. Based on the conclusions of previous studies this problem could be the result of unfulfilled desires. A future study may attempt to clarify discrepancies between job expectations and actual experiences of the shared superintendent.

The work itself may also need to be studied in regard to actual job requirements of the shared superintendent as compared to the nonshared superintendent. Careful study of the job descriptions, indepth interviews and observations, and other studies of shared superintendents may reveal specific elements of the position that need to be considered

by boards and superintendents while considering aspects of the shared superintendency.

Another area of concern that surfaced within this study is pay for the position of shared superintendent. The shared superintendents should be studied in regard to perceptions of pay as it relates to the demands of the job. The shared superintendency has been described as stressful and time consuming. Rural school boards may tend to have difficulty in setting appropriate salaries for positions that they have difficulty understanding. A broad-based study of salaries for shared superintendents and the actual economic efficiencies experienced by the involved districts may be of assistance to school board members.

The concept of site-based decision making may hold a key to meaningful change in the requirements of the superintendency. As building principals fill the role of planning and improvement catalyst, the superintendent can begin to feel better about carrying out the functions of the shared superintendent. Future research could compare levels of job satisfaction among superintendents of districts that implement site-based decision as compared to those that do not use site-based decision making practices.

Further study of superintendent job satisfaction should be conducted with an emphasis on the passage of time. While various factors seem to have impacted negatively upon the

job, satisfaction of the shared superintendents, problems may also be developing in regard to superintendents in general. Many factors have been identified in other research including relations with the school board, professional gratification, perceived status, and community relations which may provide additional avenues to gain insight in regard to current levels of job satisfaction.

In addition to site-based decision-making and job redesign, many other forms of restructuring are occurring in schools and business in general. Future studies of superintendent job-satisfaction should be conducted comparing different forms of restructuring and stages of the restructuring process. Comparisons could then be made among chief executive officers of business corporations who are experiencing similar restructuring processes.

Restructuring and change itself may be found to be the cause of considerable change in levels of job satisfaction among executives at the top of their respective organizations. If this were true, then the passage of time or progress along the change continuum may be found to be a critical factor in determining job satisfaction levels.

The links between job satisfaction, motivation, and performance remain somewhat unclear. However, additional research on these topics may lead to vital solutions for various organizations.

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APPENDIX A
INTERCORRELATION TABLES

Intercorrelations of JDI Scales (N=980 Males Pooled across 21 Employers)				
Scale	Work	Pay	Promotions	Supervision
Work	-	-	-	-
Pay	.40	-	-	-
Promotions	.39	.42	-	-
Supervision	.39	.32	.42	-
Co-Workers	.36	.28	.29	.41

Intercorrelations of JDI Scales (N=627 Females Pooled across 21 Employers)				
Scale	Work	Pay	Promotion	Supervision
Work	-	-	-	-
Pay	.16	-	-	-
Promotions	.33	.31	-	-
Supervision	.43	.20	.34	-
Co-Workers	.38	.19	.28	.52

APPENDIX B
WEIGHTS FOR DIRECT SCORING

Traditional and Revised Weights for Direct Scoring of JDI Items		
Response	Traditional Weight	Revised Weight
"Yes" to a positive item	3	3
"No" to a negative item	3	3
"?" to any item	2	1
"Yes" to a negative item	1	0
"No" to a negative item	1	0

APPENDIX C
JDC SCALE STATISTICS

JDI Scale Statistics for Male Employees Pooled across 21 Employers				
Scale	N	Mean	Standard Deviation	Difference
Work	1971	36.57	10.54	10.57
Pay	1966	29.90	14.53	7.90
Promotions	1945	22.06	15.77	2.06
Supervision	1951	41.10	10.58	8.10
Co-Workers	1928	43.49	10.02	11.49

JDI Scale Statistics for Female Employees Pooled across 21 Employers				
Scale	N	Mean	Standard Deviation	Difference
Work	638	35.74	9.88	9.74
Pay	635	27.90	13.65	5.9
Promotions	634	17.77	13.38	-2.33
Supervision	636	41.13	10.05	8.13
Co-Workers	636	42.09	10.51	10.09

APPENDIX D

LETTERS OF SUPPORT AND EXPLANATION



IASB

March 22, 1993

Mr. Tim A. Dose
 Superintendent of Schools
 Eddyville Comm. School Dist. and
 Fremont Comm. School Dist.
 Box 192
 Ottumwa, Iowa 52501

Hello Tim:

I understand you have undertaken a final research project toward earning an Ed.D. degree at Drake University. I believe the topic you have selected will be of interest to IASB and to school boards throughout the state.

Superintendent job satisfaction is of key importance to establishing a healthy working relationship between the school board and the superintendent. Your survey of the attitudes of current superintendents in Iowa will provide the information you need to assess their current level of job satisfaction.

The results of such a study will be enhanced by a high rate of return from the superintendents selected to participate in this project. I certainly encourage them to take a few minutes and respond to your survey.

When the survey results are published in the spring of 1993, please send a copy to us.

Sincerely,

T. E. Davidson
 Executive Director

TED/3dac10/dc

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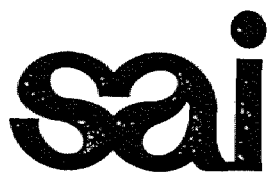
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March, 1993

Dear Colleague:

One of our fellow administrators, Tim Dose, Superintendent of Schools at Eddyville, is conducting a research project dealing with "superintendent job satisfaction." We believe the results of this study will be of interest to Iowa superintendents. In addition, this information should be helpful in terms of assisting board members to better understand the role of the superintendent.

While we recognize how busy you are this time of year, we urge you to give serious consideration to completing this survey.

Respectfully,

A handwritten signature in cursive script, reading 'Gaylord Tryon'.

Gaylord Tryon
Executive Director

GT/par

sai : serving all of Iowa's educational administrators
Affiliated with American Association of School Administrators
National Association of Elementary School Principals
National Association of Secondary School Principals

APPENDIX E JOB SATISFACTION SURVEY

Superintendent Job Satisfaction Survey

Total enrollment served _____
 Years in current position (include 92-93) _____
 Shared superintendent (circle one) _____ Yes or No

Job Descriptive Index

Place a "Y" beside each word or phrase that describes your job.
 Place an "N" beside each word or phrase that does not describe your job.

Place a "?" beside the word or phrase if you can not decide.

WORK ITSELF

____ Fascinating
 ____ Routine
 ____ Satisfying
 ____ Boring
 ____ Good
 ____ Creative
 ____ Respected
 ____ Hot
 ____ Pleasant
 ____ Tiresome
 ____ Healthful
 ____ Challenging
 ____ On Your Feet
 ____ Frustrating
 ____ Simple
 ____ Endless
 ____ Gives sense of accomplishment
 ____ Useful

PAY

____ Income adequate for expenses
 ____ Satisfactory profit sharing
 ____ Barely live on income
 ____ Bad
 ____ Income provides luxuries
 ____ Insecure
 ____ Less than I deserve
 ____ Highly paid
 ____ Underpaid

PROMOTIONS

____ Good opportunity to advance
 ____ Opportunity somewhat limited
 ____ Promotion on Ability
 ____ Dead-end Job
 ____ Good chance for promotion
 ____ Unfair promotion policy
 ____ Infrequent promotions
 ____ Regular promotions
 ____ Fairly good chance of promotion

SUPERVISION

☐ Asks my advice
☐ Hard to please
☐ Impolite
☐ Praises Good Work
☐ Tactful
☐ Influential
☐ Up-to-date
☐ Doesn't supervise enough
☐ Quick tempered
☐ Tells me where I stand
☐ Annoying
☐ Stubborn
☐ Knows job well
☐ Bad
☐ Intelligent
☐ Leaves me on my own
☐ Lazy
☐ Around when needed

CO-WORKERS

☐ Stimulating
☐ Boring
☐ Slow
☐ Ambitious
☐ Stupid
☐ Responsible
☐ Fast
☐ Intelligent
☐ Easy to make enemies
☐ Talk too much
☐ Smart
☐ Lazy
☐ Unpleasant
☐ No Privacy
☐ Active
☐ Narrow interests
☐ Loyal
☐ Hard to meet

APPENDIX F
LETTERS REQUESTING PARTICIPATION



SCHOOL OF EDUCATION

TO: Selected Iowa Superintendents

FROM: Tim Dose, Shared Superintendent
Eddyville and Fremont Community School Districts

DATE: April 25, 1993

SUBJECT: Superintendent Job Satisfaction Survey
Dissertation Research Project

=====

Please take five minutes to complete and return the enclosed survey using the SASE. The results will be analyzed in group form only. Individual responses will not be reviewed nor reported in any way. Your responses will be strictly confidential and promptly discarded. Your survey instrument has been coded to allow for a follow-up survey in two weeks if you fail to respond at this time.

Data from this survey will be used to compare job satisfaction levels of shared superintendents, their non-shared counterparts in similar sized districts and superintendents serving districts with more than 1950 students. A prompt response will be appreciated.

Also enclosed are letters of endorsement from Gaylord Tryon and Ted Davidson. The results of this study will be presented to the membership of the IASB and SAI.



SCHOOL OF EDUCATION

TO: Selected Iowa Superintendents

FROM: Tim Dose, Shared Superintendent
Eddyville and Fremont Community School Districts

DATE: May 17, 1993

SUBJECT: Superintendent Job Satisfaction Survey
Dissertation Research Project
Second Survey

=====

This survey is a follow-up to the survey that was sent to you a couple of weeks ago. I know that this is a busy time of year, but please take five minutes to complete and return the enclosed survey using the SASE. This survey instrument has been used in at least two other research projects with superintendents and the results of this survey will be compared to the earlier findings.

Data from this survey will also be used to compare job satisfaction levels of shared superintendents, their non-shared counterparts in similar sized districts and superintendents serving districts with more than 1950 students. A prompt response will be appreciated.

The results will be analyzed in group form only. Individual responses will be strictly confidential and promptly discarded.